

lterrillmundelein.wikispaces.com

lterrillmundelein

☆ home

Laura Terrill
 email: lterrill@gmail.com
 wiki: lauraterrill.wikispaces.com
 pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design website:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

October 2014

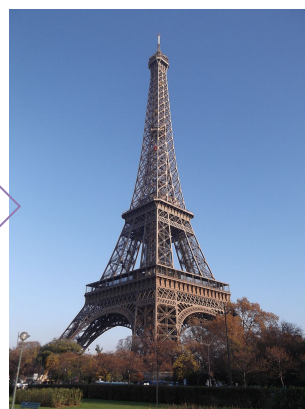
Powerpoint Slides	
Agenda	Mundelein Agenda.docx Details Download 60 KB
Unit Overview	Unit Overview.docx Details Download 107 KB
NCSSFL-ACTFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
NCSSFL-ACTFL Can Do Statements	NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
Revised Function Charts	Key Language Functions Revised.docx

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Performance **TOWARD** Proficiency



**NCSSFL-ACTFL
Can-Do
Benchmarks**



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Key Comparisons: Performance & Proficiency

Performance

- ❑ Based on classroom instruction
- ❑ Practiced
- ❑ Familiar content and context
- ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

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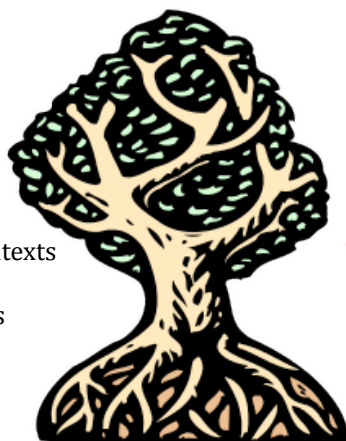
ACTFL – Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

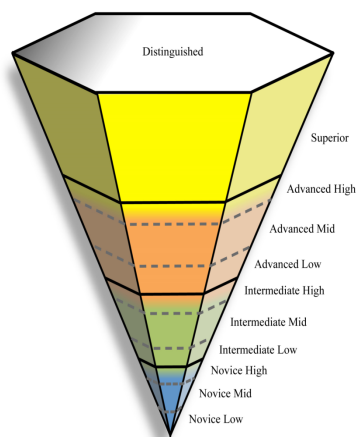
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

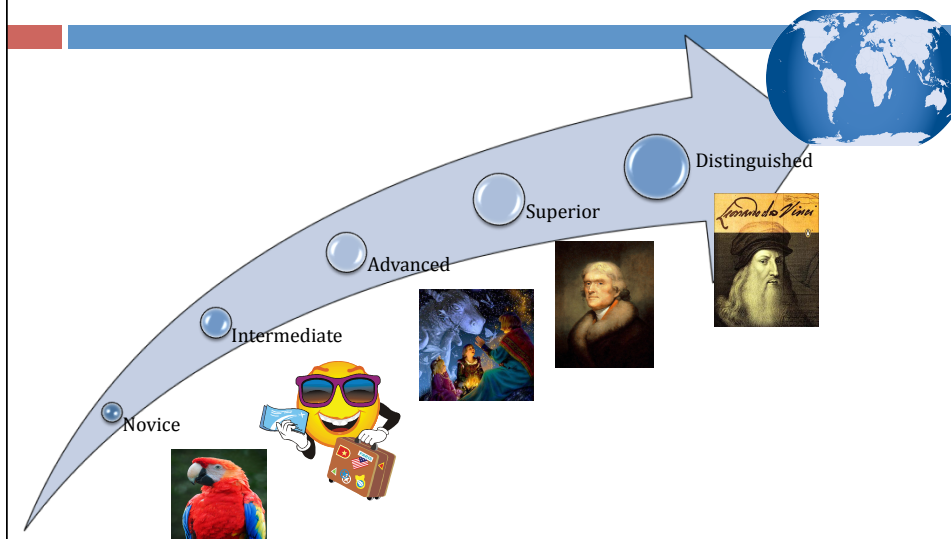
What learners demonstrate in the familiar context of the instructional setting...

points toward a targeted proficiency level



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Continuous growth toward proficiency



Laura Terrill, Blue Valley 2014

Interpersonal Listening/Speaking - Novice

Prompt

- Hello! My name is Antonia. What's your name?
- I am from Colombia. Where are you from?
- I'm in my room. Where are you?
- I take English and math classes. What classes do you take?

Novice-level Response

- My name Sam.
- I am in the United States.
- in Spanish class
- Science, Spanish, English, math.

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Interpersonal listening/speaking -Intermediate

Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiacs - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

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Interpersonal-Listening/Speaking - Advanced

Prompt

1. It's been great talking to you in Spanish. Tell me, why did you decide to study Spanish? Why did you make that decision?
2. **Do you remember an occasion when you needed to speak Spanish? What happened? Tell me the whole story—I want to know all the details.**
3. How do you plan to continue improving your Spanish? How do you plan to use your Spanish in the future?
4. I want to learn English. Can you recommend a television show that will help me learn English? Why do you think this program will help me improve my English?

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Interpersonal Listening/Speaking Advanced - Response

2. Well, I use my Spanish a great deal in my work because I work in a pharmacy where I have to speak with patients that don't speak English almost every week. But one very special time was when I was like nine years old, I think. I was in Cancun, Mexico with my family for Christmas. And we were, um, we went by bus and we wanted to visit the city. Then, we went on the bus and my mother didn't know when we had to leave the bus. Then we were there for like three hours. Then, I, when I was 9 years old, had to talk with the, ah, the uh, the one who drives the bus and he, he finally told me that we forgot to leave the bus two hours ago and he took us to, to the street that we needed and we were very [attempts unsuccessfully to say thankful] because we were the last ones the last ones on the bus and no one else was there and we didn't know what to do. Well, because I could speak Spanish with the, with the man, umm, he drove to, to the street. Thank you.

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NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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NCSSFL-ACTFL Global Benchmarks Presentational Writing

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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Text Type

Quantity and Organization of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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Increasing levels of proficiency

Novice	Intermediate	Advanced
Express feelings and emotions Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic) Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning
Tell or retell stories Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a story or recount an event in a logical sequence of sentences Tell a detailed story about something that happened logically sequencing the events Recount a story or event using paragraph-length narration and description

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Moving from one level to the next...

At any level:

- Perfection is **NOT** the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

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Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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French AP - 2012

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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French AP - 2012

- **Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.
- In your presentation, compare your own community to an area of the French- speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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Achievement Level 5 – Presentational Writing

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
- (b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
- (c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
- (e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
- (f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

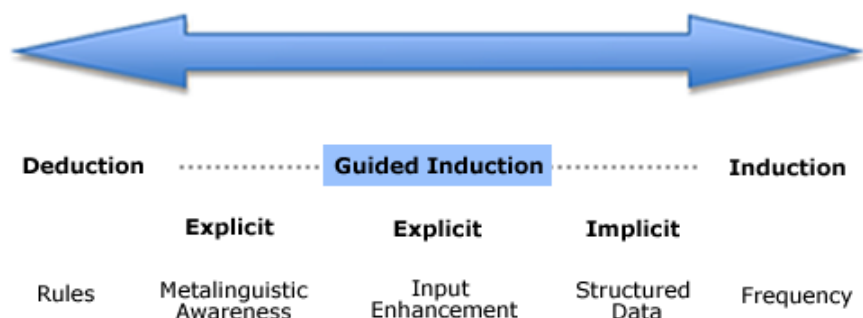
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Teaching Grammar

- ❑ Explicit instruction – explaining the rules of grammar
- ❑ Implicit instruction – acquisition of language, embedded in communicative context
- ❑ Deductive instruction – rules are explained
- ❑ Inductive – students uses languages, no real effort to identify patterns of grammar

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Grammar Continuum



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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PACE

A. Presentation

1. Teacher shows magazine photos and posters of Luis Miguel with his music playing, in the background As a class. discuss Luis Miguel and who he is
2. Students listen to the song, 'El día que me quieras.'
Teacher will use question techniques to elicit the future form of verbs;
¿Cómo será el hombre/la mujer de sus sueños? ¿Será guapo/a

B. Attention to form

1. Give students cloze activity of the song.
2. Students listen to the song and fill in the blanks with the correct form of the verb in the future tense.

<http://web.cortland.edu/flteach/lessons/pace.html>

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PACE

C. Co-Construction

1. As a class, review the correct verb forms in the cloze activity
2. List verbs on the board (Regular and irregular)
3. Discuss formation of the verbs and add other irregular forms

D. Extension

1. Students will answer the question "How will the world change when you fall in love?" by giving 5 examples in Spanish.
2. Divide groups by sex and students compare and choose most popular answers.
3. As a class, list examples on the board under 2 headings: boys and girls. Compare similarities and differences and discuss "Who is more romantic?". OR "what will the man (woman) of your dreams be like?"

<http://web.cortland.edu/flteach/lessons/pace.html>

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Yesterday – Today - Tomorrow

What did
you do?

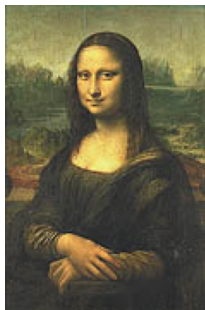


What are
you going
to do?

What are you doing?

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Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Structured Writings *Consider the difference.....*

Comment on a current event:

Include:	Include:
<ul style="list-style-type: none"> • a verb that uses "avoir" • a verb that uses "être" • a reflexive verb • two adjectives • two connectors 	<ul style="list-style-type: none"> • explain what has happened • comment on what is happening • predict what will happen under different circumstances • end by giving your thoughts on what should happen

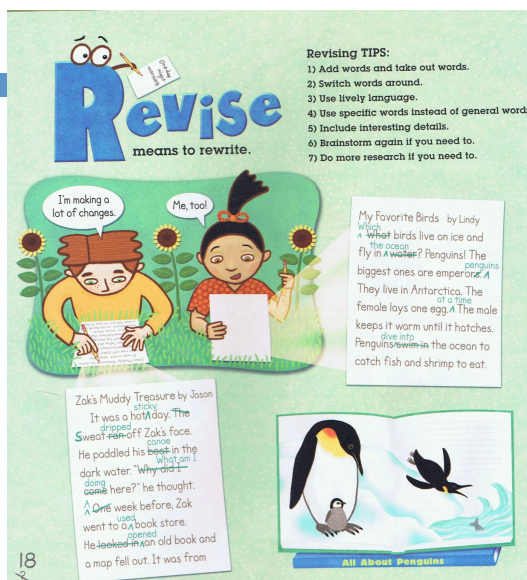
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Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals.....Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Grant Wiggins, 7 Keys to Effective Feedback, Educational Leadership, September 2012

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Look at My Book — How Kids Can Write & Illustrate Terrific Books
Loreen Leedy

Fat Drafting — Build up a text before revising it.

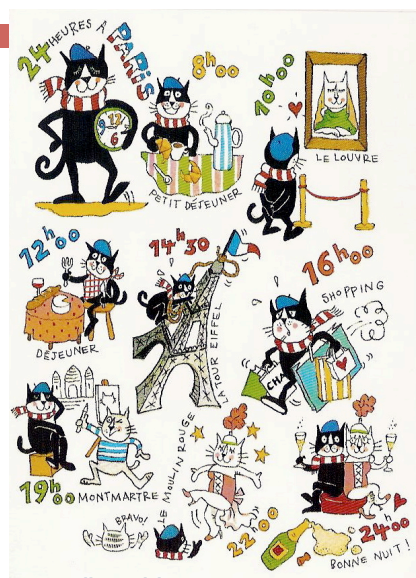
Acts of Revision: A Guide for Writers, Wendy Bishop

- Mark the “center of gravity sentence” from each paragraph, the sentence that seems “core, crucial, provocative, evocative, and so on”. List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

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adapted from *Strategic Writing*, Deborah Dean

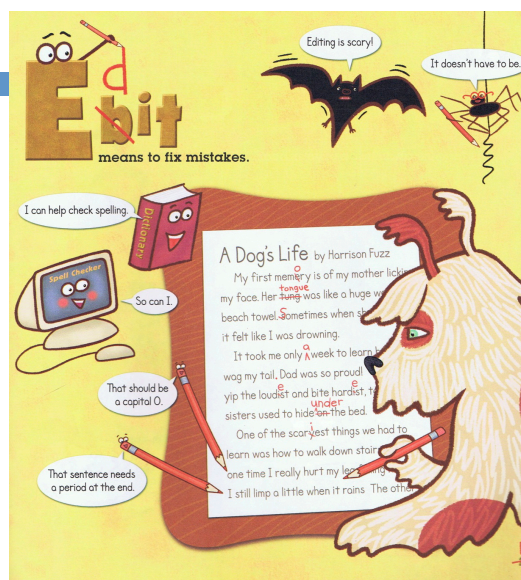
Fat Drafting



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24 Heures à Paris

- got up, got dressed,
- breakfast at 8:00,
- museum at 10:00,
- lunch at noon,
- Eiffel Tower at 2:50,
- shopping at 4:00,
- portrait at 7:00,
- met someone special,
- dancing at 10:00,
- champagne at midnight,
- went home, fell asleep



Laura Terrill, Mundelein 2014

Look at My Book — How Kids Can Write & Illustrate Terrific Books
Loreen Leedy

Déçu à Paris

J'ai voyagé à Paris.

Tu m'as écrit une lettre avant ton arrivée.

Mon amie est venue à Paris aussi.

Nous avons visité la ville.

Vous avez bien dîné le soir, pas moi, j'étais malade.

Mes amis se sont amusés, pas moi, j'ai dormi à l'hôtel.

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Déçu à Paris

I traveled to Paris.

You wrote me a letter before you arrived.

My friend also came to Paris.

We visited the city.

You ate well that evening, but not me, I was sick.

My friends had a good time, but I slept in the hotel.

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Cinquain Poetry

Subject

noun, noun

adjective, adjective, adjective

short sentence or phrase about the subject

restate the subject

Paris

museums, monuments

dynamic, exciting, alive

a cultural tapestry this

City of Lights.

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Composition Correction Reference Sheet

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

Code	Explanation	Sample
1. sp	Spelling mistake	^{sp} J'aime bein (bien)
2. s/v	Subject and verb need to agree	^{s/v} Où est-ce que tu habite? (habites)
3. n	Noun / adjective agreement	ⁿ J'adore le petite chien noir. (petit)
4. m	Mood – use indicative or subjunctive correctly	^m Il faut que tu fais tes devoirs. (fasses)

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Composition Correction Chart

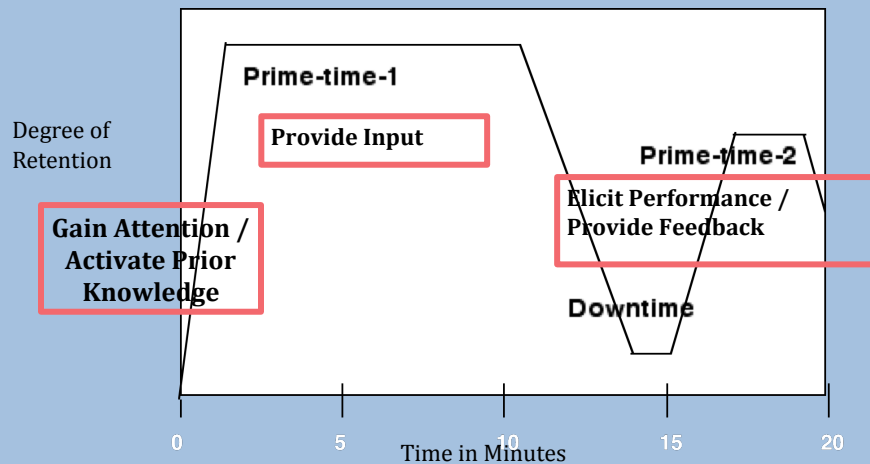
Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

Devoir	1	2	3	4	5	6	7	8	9	10
Titre										
1. sp										
2. s/v										
3. n										
4. m										

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Primacy-Recency

39



Laura Terrill, South Dakota 2014

Adapted from Sousa

El Chocolate

40

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

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El Chocolate

41

From the beginning the chocolate was considered a gift from the gods. The Aztecs had a myth about its divine origin. According to legend, a god came to earth and brought a cacao plant stolen from paradise. He taught the Indians to make chocolate from the seeds. The Indians roasted and ground the seeds to make a tasty beverage. The other gods punished the robber god because he had revealed the secret.

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Chocolate

42



Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.



Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

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expressing preferences and opinions

Function (s): **Explain** where and why hunger exists in the world

Accuracy: Prepositions with continents and countries

Laura Terrill, Harvard-Westlake 2014

Gain Attention



Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

Laura Terrill, Harvard-Westlake 2014

Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Le Mari de Binta

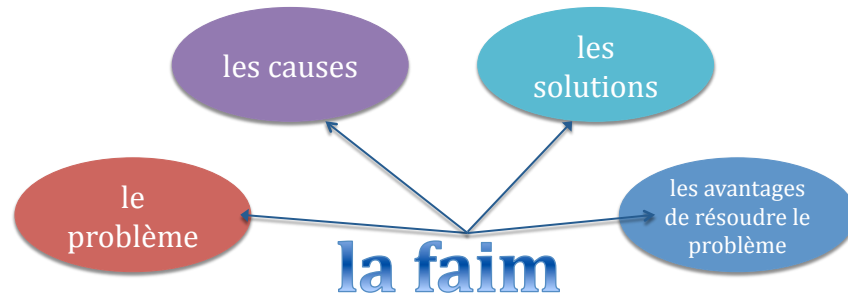


Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill, Harvard-Westlake 2014

Elicit Performance/Provide Feedback



Students create a graphic organizer using words and phrases from texts to begin to develop the vocabulary they will need to talk about the topic.

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Provide Input

La faim est le 1er risque sanitaire dans le monde.
Elle tue plus de personnes que le sida, le paludisme et la tuberculose réunis.

Une personne sur sept va se coucher le ventre vide ce soir.

Un enfant sur quatre souffre d'insuffisance pondérale dans les pays en développement.

Le nombre de personnes touchées par la faim dans le monde correspond aux populations des Etats-Unis, du Canada et de l'Union européenne réunies.

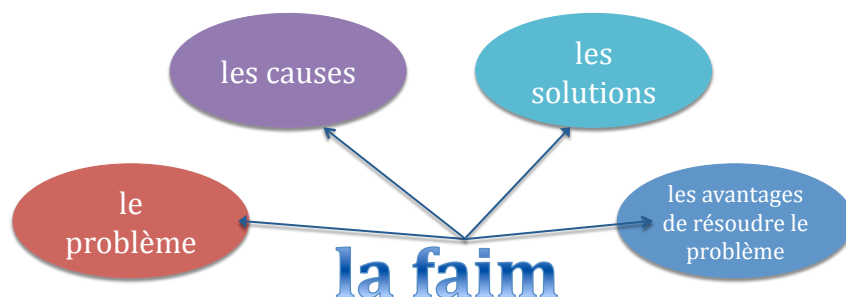
LE SIDA, LE PALUDISME ET LA TUBERCULOSE

675.000.000 PERSONNES SANS NUTRITION

845.000.000 POPULATION DU CANADA

DES PAYS UNIS ET DE L'UE

Elicit Performance/Provide Feedback



Students create a graphic organizer using words and phrases from texts to begin to develop the vocabulary they will need to talk about the topic.

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Elicit Performance/Provide Feedback

Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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Provide Input

- Students receive an image from the Hungry Planet visuals.
- They determine what they can say about the food of the country and the status of hunger.
- They collaborate to determine how to ask and answer questions about the image as if they were a person living in that country.

Chad: The Aboubakar family of Breidjing Camp

Expenditure on food for one week: 685 CFA francs, or \$1.23
Favorite foods: soup with fresh sheep meat



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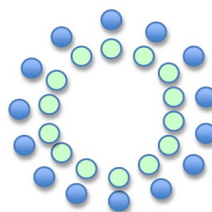
Mexico: The Casales family of Cuernavaca

Expenditure on food for one week: 1,862.78 Mexican pesos or \$189.09
Favorite food: pizza, crab, pasta, chicken



Elicit Performance/Provide Feedback

- Students brainstorm a list of questions.
- They share some of the facts about their images.
- They then engage in an inner-outer circle activity to question others about the images they hold.



Laura Terrill, Harvard-Westlake 2014